Regd. No. M. 2347

The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T. U.

Vol. XXXII JANUARY 1959 No. 1

॥ उद्धरेदात्मनात्मानम् ॥—The Gita

Raise yourself by your own efforts

ANNUAL SUBSCRIPTION :

Inland Rs. 5 Foreign Sh. 10 Single Copy nP. 50

POSTAGE EXTRA

RAJA ANNAMALAIPURAM, MADRAS-28.

CONTENTS

		Page
Experts' Conference in Geneva	..	1
Reorganisation and Expansion of Education in India in the Second Five Year Plan—*Dr. H. S. S. Lawrence*	...	10
Wild Life Week—*H. Visvesvaran*	...	15
Teaching of Arithmetic in French Primary Schools—*Guy Knoche*	...	17
Our Bookshelf	...	23
Our Letter Box	...	24
S. I. T. U. Executive Board Meeting	...	25
Pension Rules	...	28
From Our Associations	...	29
Editorial	...	31

BOOKS ON SPORT AND PASTIME

		Rs.	A.	P.
Activities and Games for Tropical Schools By *Edith R. Clarke*	..	4	7	6
Games and Activities By *Margaret Laing*	..	5	4	6
Hand Book of Graded Games By *D. H. Mayo* (in Tamil)	..	1	6	0
Physical Education for Girls By *K. A. Diggle*	..	10	2	6
Physical Education in the Infant School By *Margaret Laing*	..	10	2	6
Modern Methods in Physical Education for Boys By *I. Wilson*	..	6	8	0
Century of a Life Time By *R. T. Johnston*	..	6	1	6
Cricket By *D. R. Jardine*	..	12	3	0
Hockey By *D. S. Milford*	..	12	3	0
Association Football By *F. N. S. Creek*	..	12	3	0
Athletics edited By *H. A. Meyer*	..	14	10	0
Games and Games Training By *Margaret Laing*	..	7	5	0
A Garden Hand Book for South India	..	2	4	0
Make Your Own Sails By *R. M. Bowker & S. A. Budd*	..	8	8	6
Puzzle Math By *George Gamow & M. Stern*	..	6	14	6
How to Look After Your Bicycle By *C. G. Ferguson*	..	0	13	0
How Your Camera Works ,,	..	0	13	0
Rhythmic and Simple Dances By *Margaret Laing*	..	4	14	0
Wings in Your Future, Aviation for Young People By *Leo Schneider*	..	6	1	6

MACMILLAN & COMPANY, LTD.,
6, PATULLO ROAD MADRAS-2

THE SOUTH INDIAN TEACHER

Vol. XXXII	JANUARY 1959	No. 1

EXPERTS' CONFERENCE IN GENEVA

(Continued from December issue)

Section I

SOCIAL AND ECONOMIC PROBLEMS AFFECTING TEACHERS

Education is intimately connected with a people's whole way of life—its culture and history ; its social, economic and political conditions, its feeling for its national past and its aspirations for the future. School systems therefore differ markedly from country to country in their spirit, aims and values, their organisation and administration, and their curricula and methods.

It is nevertheless true of all countries that their moral, material and cultural progress depends on the character and competence of their individual members. As this fact has been recognised, it has become generally accepted that all children should receive a well-balanced education, suited to their age and ability, to help them to develop as persons and to equip them for their responsibilities as workers and citizens. This implies that States, whatever their political and economic systems may be, have an obligation to provide genuine equality of opportunity, and that they should make these ideals a reality.

As the school has extended upwards and downwards to cover a wider age-range, and as it has concerned itself more and more with "the whole child", its responsibilities have steadily grown. Its mission of providing not merely knowledge and skills but also education in a wider cultural and social sense is becoming increasingly well understood.

The role of the school in the community and the objectives which education seeks to achieve, make teaching a social and public service of basic importance. It should be regarded by governments, by leaders in all phases of economic, social and cultural life and by the public at large as an investment in the intellectual, moral and material progress of mankind.

The effectiveness of any education system depends above everything else on its teaching staff, and, in the last analysis, on the personal and professional qualities of teachers individually and collectively. The social and economic status of the teacher, his training, recruitment, conditions of work and professional relationships are therefore matters of vital importance both for national communities and for society as a whole.

Shortage of Training Staff :

Each country needs an adequate supply of teachers fully qualified to meet the increasingly difficult and complex demands society is making and will make in the future on educational institutions.

In a great many countries this essential need is very far from being met. There is still a disquieting shortage of qualified teaching staff in general and of teachers of certain subjects in particular. This gap between demand and supply is quite wide in many economically developed countries. Even where seemingly sufficient numbers have been recruited, it is often the case that a considerable proportion of teachers with inadequate qualifications is being employed. The shortage, which is even more acute in less advanced areas and countries, seriously hampers the extension of educational facilities and, consequently, social and economic progress generally. In many countries a shortage is concealed by excessively large classes or by an extension of the number of hours of teaching duty beyond reasonable limits. One consequence of the shortage of teaching staff should be particularly emphasised: in a very large number of countries there is a marked under-recruitment of scientific, technical, supervisory and managerial personnel. This situation may be ascribed, among other things, to the insufficient supply of qualified teachers at the secondary level, particularly, for such subjects as mathematics and the physical and natural sciences.

The shortage of teachers is determined by different factors, the incidence of which varies according to national conditions. Every expansion of educational facilities, whether by a lengthening of the period of compulsory attendance or by increased provision in particular fields such as pre-school education, technical education, or higher education, creates fresh demands for teaching staff. So do such reforms as a reduction in the size of classes. In some countries, the increasing tendency of parents to keep children at school voluntarily beyond the age of compulsory attendance is an important factor. Many countries have been greatly affected by the increase in birth rates, particularly since the Second World War, and some by a lower death rate for children.

There is, however, another important factor; the shortage of teaching staff and particularly of fully qualified teachers may very frequently be attributed, to a greater or lesser extent according to national conditions, to the living and working conditions of teaching staff. Recruitment is profoundly affected by the social and economic status of the teaching profession and by the conditions in which teachers carry out their work.

Financing of Education:

In most countries, existing difficulties are essentially due to the inadequacy of financial resources available for education. To avoid an aggravation of a situation which, it is generally agreed, must be improved, competent authorities should therefore consider ways and means of increasing these financial resources.

It is desirable that the inter-governmental organisations concerned should devote greater attention to the imperative need of many economically less advanced countries for a greater supply of fully qualified teachers, as well as for more and better equipped school premises both in rural and town areas. At present these needs cannot be fully met by national means alone. Greater financial and technical assistance to such countries should therefore be granted to the utmost possible extent. In the connection, the project now under consideration by UNESCO for the establishment of an international assistance fund is of particular importance.

Training and Recruitment of Teachers:

The initial preparation and further training of teachers raise problems of the highest importance. There is an obvious relation to cause and effect between

the methods of recruiting and training teachers and the quality of the staff so obtained. Candidates for entry to the profession should therefore be selected by reference to strict standards in order to ensure that their general level of education prior to admission to training is satisfactory. Their actual training should be broad enough and deep enough to give them a firm grasp both of the principles of education and of the techniques of their craft and to make a real contribution to their own personal education. The quality of training determines to a very large extent the standard that educational systems may attain.

Vocational Guidance :

The choice of a career is primarily a matter for the pupil and his parents, but within the framework of general vocational guidance, young people with the qualities needed may properly be encouraged to join the teaching profession. This may be one way of increasing the supply of prospective teachers.

Teacher Training Institutions :

Further efforts should be made, wherever necessary, to set up training institutions of the highest possible standard or to adapt existing establishments to modern needs. This is of special importance in many countries for the training of primary teachers.

Training institutions should provide an attractive environment. Their standards for the training of primary teachers should approximate as closely as possible to those of the universities with which close contacts should be established where necessary.

General conditions at training establishments should be a matter for consideration. In particular, students should enjoy a reasonable measure of personal and academic freedom.

Access to Training Establishments :

Poverty should never be allowed to constitute a bar to training. Wherever teacher training involves expense to the individual, well-qualified candidates should be induced to enter the profession by the payment in whole or in part of the cost of tuition and even of maintenance.

Teaching Staff :

It is essential that the staff of training establishments be composed of adequate numbers of well-qualified teachers. Despite the shortage of teachers in all fields, particularly in mathematics and the physical and natural sciences, a special effort should be made to secure adequate staffing in the training colleges for all subjects.

Organisation of Teachers' Training :

There is a fairly general need to set higher standards of general and professional training so as to improve the quality of education and the status of the teaching profession. To achieve this, the basic qualifications required before undertaking training should be reviewed and the academic level raised.

The education provided at teacher training institutions should constitute an intellectual challenge to students. Training of a high quality would enhance the attractiveness of the profession and constitute an incentive for young persons of the right kind to enter upon a teaching career, whereas mediocre training is likely to act as a deterrent.

In addition to general education, professional training for all teachers should therefore include a study of the theory and practice of education and of the psychology of the child and the adolescent. It should promote to the greatest possible extent the development of the general culture and personality of the student teacher.

In some countries, even when primary teachers are trained in separate institutions, universities are playing a

bigger part in training. In other countries, there would be an advantage in developing a closer collaboration.

In certain countries it is believed that important advantages are gained by organising the training of teachers in such a way as to enable teachers to transfer from primary to secondary schools and vice versa. In others, the training programmes for primary and secondary education are clearly differentiated and interchangeability is virtually impossible. In both cases, however, governments should examine the desirability of raising the level of primary teacher training to approximate as much as possible to that of the university. This would enhance the value of the training and improve the status of primary teachers.

In view of the fundamental right of all children and adolescents to a full education wherever their homes may be, the education offered in rural areas should in no way be inferior in quality or extent to that available in the towns. Training programmes, therefore, should not differ in standard whether the teacher intends to work in rural or urban areas.

Further Training :

While the competence of teachers very largely depends on the type of initial preparation given, their general and professional education should be continued throughout their careers. This is now generally recognised. There are, however, countries in which such further training is left entirely to the teacher's own initiative. Teachers' professional organisations are steadily developing their activities in this field. Where they are not already doing so the competent authorities also should consider the desirability of developing supplementary training courses, foreign exchanges, study trips, and the like. They should also consider providing financial assistance, such as study leave with pay.

Recruitment of Teaching Staff :

Though the administration of education varies from country to country, there would be advantage everywhere in setting forth a firm nation-wide policy regarding recruitment and recruitment requirements. Such a policy need not necessarily be drawn up by the Central Government, but could with advantage be worked out jointly by the parties concerned.

Faced with the enormous demand for teachers, many countries seem to be more concerned with numbers than quality. Thus, persons lacking the usual qualifications for teaching are allowed to work in the schools. Training courses are shortened and lower standards for admission and qualification are accepted. Some persons are allowed to teach without training or qualifications. Such a situation, if it continues over a period of time, constitutes a most serious threat to professional standards, and hence to the social status of teachers, and must lead to a devaluation of education as a whole. What is more, there is the danger that measures taken as temporary expedients may become permanent features of the education and even result in a permanent lowering of standards.

Admittedly, the shortage of teachers in many countries, particularly in the economically less advanced regions, makes the solution of the problems very difficult. Those countries which, to meet a critical situation, have adopted the exceptional measures mentioned above, should give the closest attention to the necessity of abandoning such measures at the earliest possible moment.

The various factors likely to affect the future demand and supply of teachers should be closely examined, and recruitment programme adapted to bring demand and supply into balance as soon as possible.

To attract persons of the right quality in adequate numbers and to retain

them in the profession, teachers should enjoy a high standing in the community. They should be given such conditions of employment as to enable them to live in a manner commensurate with their education, their responsibilities and duties, and the social and cultural significance of their work.

Civic Rights :

Teachers should be free to exercise their civic rights as laid down internationally in the Universal Declaration of Human Rights. Most countries also accept the principle of the equality of all citizens before the law. Participation in social and cultural life in general, and public affairs in particular, aids a teacher's personal development and in the interests of education and of its advancement there should be no bar to such participation.

Discrimination :

Teachers, and persons wishing to enter the profession, should not suffer from any discrimination based on considerations extraneous to the exercise of their profession and, in particular, on sex, race, colour, conviction, or opinion.

No discrimination whatever should be made on grounds of sex where training, qualifications and abilities are equal. Women teachers should not be debarred from continuing their teaching career after marriage nor from returning to teaching after a break. Such discriminatory practices would be unjust to individuals, would deprive the teaching profession of very experienced teachers and would be particularly harmful in a time of teacher shortage. Moreover, maternity leave with pay should be granted to women teachers in accordance with the Convention (No. 103) concerning maternity protection, revised by the International Labour Conference in 1952.

Conviction and Beliefs :

No distinction should be drawn or restrictions imposed because of teachers' religious or other convictions. Teachers should not be subject to outside inquiry regarding their convictions or beliefs or their private life. All qualified teachers should enjoy full academic freedom in the discharge of their professional duties. Moreover, the obligations of a teacher towards the children entrusted to him and towards the community as a whole are of a special kind, not entirely paralleled in any other profession. Teachers recognise that their rights should not in any circumstances be exercised to the detriment of those in their charge. While in school, a teacher should be faithful to this trust.

Freedom of Association :

Teachers should be free to form or join professional and/or trade union organisations and should not suffer because of the exercise of this right. Public authorities must refrain from any interference which would restrict the right of freedom of association or impede the lawful exercise thereof. Attention is drawn to the Declaration concerning the aims and purposes of the I.L.O., adopted in Philadelphia in 1944 by the International Labour Conference, which states that freedom of association is essential to sustained progress. The Convention (No. 87) concerning freedom of association and protection of the right to organise, adopted by the International Labour Conference in San Francisco in 1948, applied, without any distinction, to the civil and public services.

Collective Bargaining :

Subject to national conditions, teachers should enjoy the right of negotiation or of consultation with their employers and others concerned on all matters affecting them educationally or professionally. Appropriate machinery should be established where it does not exist.

Contribution of Teachers to the Advancement of Education :

Teachers, through their professional and/or trade union organisations, should

be closely associated with the administration and development of the educational system. To this end, co-operation of the representative organisations of teachers should be sought by the appropriate authorities.

Teachers' organisations may do much to improve the status of teachers, and often are doing so already, not only by pressing for their just rights but also by serving the cause of education generally and by insisting on the high standards befitting a profession from all their members. Similarly, teachers may also do much for the standing of their profession, and for recruitment by emphasising the intrinsic satisfactions and rewards which teaching may offer.

Career Problems :

The considerable differences in the legal and administrative status of teaching staff, which reflect the variations in national administrative systems, are not without influence on the conditions of employment of teachers. However, whatever these differences, all teachers should have their conditions of employment protected by statute and/or by contract defining their rights and duties and providing, with adequate safeguards, for proper conditions of recruitment, probation, appointment, transfer, promotion, discipline or dismissal.

Period Preliminary to Confirmation of Qualifications :

Probationary periods, where they exist, should be limited in length. They should even be abolished where the entrant has received comprehensive theoretical and practical education and training proving his teaching ability.

In some countries, the existence of so-called temporary posts and the shortage of established posts makes teaching less attractive. Steps should be taken to abolish such temporary posts.

Security of Tenure :

Stability of employment and security of tenure should be assured to the teaching profession. Every educational system requires competent and experienced teachers, and in sufficient numbers. Training requirements and conditions of admission to the profession, even if supplemented by practical experience and further training, are not in themselves enough to guarantee the attainment of this objective. Stability of employment and security of tenure are essential.

Advancement and Promotion :

Reasonable prospects of advancement and promotion constitute an important incentive to those within the profession and an inducement to others to enter it.

Advancement and promotion should be decided objectively. The scale for a particular grade should ensure reasonably rapid advancement by periodical increases. In order to take account of the often difficult financial position of the young teacher, he should benefit from accelerated advancement in the early stage of his career. For promotion to a higher post, the criteria used should be professional qualifications, length and quality of service, and aptitudes and experience relevant to the particular post.

Discipline :

Teachers must be protected against arbitrary decisions affecting their professional careers. This is necessary if teaching is to be an attractive profession. Where teachers are accused of failing in their professional duty, proper safeguards must be established to prevent arbitrary decisions. The authorities or bodies competent to propose or apply penalties should be clearly designated. When disciplinary procedure has been commenced, the teacher concerned should be ensured reasonable means of defending himself or of being defended by a lawyer of his choice, or by the organisation to which he belongs.

Teachers should also enjoy a right of appeal against disciplinary measures taken against them. The effectiveness of disciplinary safeguards is greatly enhanced if representatives of the professional organisations sit on the bodies which decide penalties, and hear appeals.

Inspection :

Good relations between teachers and inspectors are an important factor in educational progress and an aid to recruitment. While inspectors must exercise controlling functions, as much emphasis as possible should be put on their advisory and consultative functions ; the aim should be to make their main functions advisory and consultative ones. They should be carriers of educational ideas, bringing to teachers the benefits of their own experience and the experience of other teachers. The administrative functions of inspectors should be reduced to the essential minimum.

Hours of Work and Related Matters :

Out-of-school activities should not constitute an excessive burden nor interfere with the fulfilment of the main duties of a teacher. Any work which teachers have to perform should not be allowed adversely to affect classroom work, the preparation of lessons and the correction of the pupils' work. Teaching time should be determined in the light of the teachers' over-all responsibilities and should not exceed reasonable limits.

The hours of work of teachers should not be increased because of the shortage of teachers or to reduce costs. It would even be advisable in some countries, having regard to the obligations peculiar to teachers, to consider the possibility of enabling them to benefit from the general trend towards a reduction in hours of work.

Holidays with Pay :

All teachers should benefit from holidays with pay. Teachers' holidays should in general coincide with school holidays.

Conditions in the School :

Overlarge classes and inadequate and ill-equipped school premises constitute not only a handicap to children but also a serious additional strain on teachers, inevitably affecting the quality of their teaching. Measures should therefore be taken to enable teaching to be given, in classes of reasonable size, in pleasant, well-equipped, light, airy, spacious and hygienic buildings.

Teachers' organisations should be consulted on the planning of new schools and on the adaptation of older schools.

Section II

PRINCIPLES UNDERLYING THE DETERMINATION OF TEACHERS' SALARIES

The economic status of teaching varies greatly from country to country particularly in regard to salary levels, security of tenure and retirement provisions. In some countries, it must be judged to be not unreasonable. In countries at the other extreme the economic status of teaching is inadequate or even deplorably low.

Even when the economic status of teaching is moderately good, it may not be good enough to ensure an adequate supply of recruits of the quality needed. The serious shortage of teachers, which in spite of efforts by the authorities in many countries persists and seems likely to persist, is largely due to the fact that present salaries are not sufficiently attractive in comparison with those offered in other occupations.

The teaching profession should offer salaries that compare sufficiently favourably with those paid in other occupations requiring equivalent or similar training and abilities to be capable of attracting not only enough teachers, but enough good teachers.

Broadly speaking, in many countries it would appear that in spite of the improved post-war standards of living resulting from greater productivity, the real earnings of teachers are below or about on a par with the pre-war level. Teachers should share with other groups in society the benefits of increasing productivity and growing prosperity.

Teachers' salaries should, at the very least, keep pace with the rise in the cost of living. In some countries this is achieved by an automatic linking of salaries to a cost-of-living index. In other countries this could be achieved by the same system but in still others the structure of salary scales makes the incorporation of this system difficult, and other methods must be applied. Yet adjusting salaries to rising costs of living should in no way prejudice reasonably frequent reviews of teachers' salary scales with a view to improving the status of teachers.

Teachers should enjoy a reasonable material standard of life for themselves and their families and thus be able to devote themselves to their profession with dignity and security.

Where the total emoluments of teachers are not sufficient to support a family on a reasonable level, urgent measures should be taken to bring about a change. The most direct and effective means of doing this is a general review of salaries. Occupational or state family allowances, lodging allowances, the provision of rent-free or relatively low-rented accommodation, may in certain cases also be used.

In the determination of teachers' salaries, account should also be taken of the increasing importance of education in present-day society and the more and more significant contribution teachers of all categories render to human well-being.

Finally, it is desirable that the salary structure of teachers be given inherent consistency so that it does not give rise to anomalies and thus produce friction between different groups of teachers.

Principles regarding Administration and Salary Negotiation :

Teachers may be employed by a central or a regional or a local authority. Teachers employed by a central government authority commonly have nationally settled salary scales more or less closely assimilated to those of the public service in general. The salary scales of teachers who are employed by regional or local authorities are liable to vary, often considerably, from one administrative unit to another, though in some few cases differences have been eliminated by national settlements.

In countries where the central authority is wholly or largely responsible for education, there would appear to be a strong case for the elimination of local salary differences.

In countries where the local authorities are largely or entirely responsible for education and there is strong resistance to national control of education it would seem hardly possible or even desirable, at least at this stage, to introduce a system of nationally settled salary scales.

In certain countries where civil or public servants are subject to restrictions on freedom of association and trade union rights, teachers who are civil or public servants are generally subject to the same restrictions. Many countries have set up salary-fixing machinery enabling professional organisations representing teachers to participate effectively in the determination of their salaries both *de jure* and *de facto,* although very often their influence is exercised rather in the course of preliminary consultations than in the final process of salary determination.

In all countries it is desirable that organisations which represent a substantial proportion of the teaching pro-

fession should be consulted regarding the determination of teachers' salaries. The solution already successfully adopted in some countries is the use of joint negotiating machinery.

Should the teachers' recommendations be rejected or should there be a breakdown in negotiations between the parties, teachers' organisations should be able to take such other steps as are normally open to other organisations.

Principles regarding Salary Scales :

All full-time teachers should be paid on the basis of recognised salary scales, their remuneration being fixed on an annual basis.

If, for one reason or other, teachers' salaries are not based on annual salary scales, payment should be made for holidays.

Teachers' salaries should be determined without regard to sex, race, or religious beliefs. Although in many countries salary scales show no discrimination on grounds of sex, the principle of equal remuneration for men and women teachers is still far from being universally accepted. This discrimination, and discrimination on racial or religious grounds, should be abandoned. In non-self-governing countries, indigenous persons should be able to acquire the same professional training as their colleagues of metropolitan origin and, in this case, should have the same salaries and the same opportunities for promotion.

Location allowances should be provided wherever necessary for all teachers concerned.

In some countries, salary scales are fixed for primary, secondary or other categories of teachers, and these take into account, or should take into account, the varied qualifications and training requirements.

In countries where teachers are not separated into categories based on type of school and where, in consequence salary scales are unconnected with types of schools, qualification and training should be independent criteria taken into account in the determination of teachers' salaries.

In the countries referred to in the previous paragraph, the structure of the salary scales should encourage teachers to undertake the longest possible training and acquire the best possible qualifications. In the countries referred to, training of nursery and primary school teachers should be continuously improved. Improvement in the level of training should bring with it improvement in salary scales.

Differences in remuneration exist in many countries which take account of different costs of living, differences in the size of the population or the urban or rural character of the district in which the teacher is working. In other countries, such differences are not admitted. The overriding consideration should be the equitable distribution of staff throughout all parts of a country or a region, ensuring equality of educational opportunity for all children.

In a general way the number of hours worked in preparation, teaching and the correction of exercises should be taken into account in fixing teachers' remuneration.

If work required of teachers or carried out by them falls outside what is defined or understood as their normal duties, payment for overtime should be fixed at an hourly rate which is substantially higher than regular pay.

Principles regarding Initial Grading, Advancement and Promotion :

Besides the criteria already mentioned, some countries take the view that pre-qualified service should be taken

into account in the determination of the initial salary of a teacher. On no account should qualified teachers during their probationary period be paid at a lower rate of salary than that laid down as a minimum for qualified teachers.

Salary scales should, and commonly do, provide for a gradual progression from a minimum to a maximum salary by means of more or less regular increments. The increments should be granted automatically and should not extend over a longer period 10 to 15 years.

Certain posts, such as head teachers' or principals' posts, carry greater responsibilities than others and should also be better paid.

Since many teachers' organisations strongly object to merit rating as a salary detriment no such system should be introduced or applied without prior consultation with and acceptance by a majority of teachers concerned.

REORGANISATION AND EXPANSION OF EDUCATION IN INDIA IN THE SECOND FIVE YEAR PLAN*

DR. H. S. S. LAWRENCE, M.A., Ed.D., (Columbia) (D.E.O. Nilgiris)

I am thankful to Smt. S. Soundaram, District Social Education Officer (Training) Madras, for giving me this opportunity to speak to the trainees on "The Reorganisation and Expansion of Education in India in the Second Five Year Plan". Indeed Village school teachers should be made acquainted with all the schemes envisaged in the Second Five Year Plan and specially in the field of Education with which they are so directly involved. They should study these schemes and the allotment made for each so that they could interpret them to the people as to the opportunities readily available for them. As Pandit Nehru has rightly remarked :

> "It is essential that every person inhabiting this vast country should know something of the Second Five Year Plan. It should be a subject matter to be taught in schools and colleges. The main features of the Plan should be widely circulated amongst the people. People must know what they are going to achieve".

Before discussing the various Educational schemes of the Second Five Year Plan, it is essential that teachers should know the objectives of the Second Five Year Plan in general. They would appreciate Educational Schemes correctly if they keep in mind the objectives accepted for the progress of the people of India. The Second Five Year Plan on the whole aims to put into action the good wishes, aspirations and ideals of millions of Indian citizens. It seeks to rebuild rural India and to provide the opportunities for the "poor, underprivileged and weaker sections" of people. Poverty has to be eliminated and standards of living raised. The Second Five Year Plan has been formulated with reference to the following principal objectives :[1]

* An address given at the Orientation Training Camp for Village School teachers of Coonoor, Tiruppur and Kangayam Blocks run by the Community Development Department at Kotagiri in October-November, 1958.

[1] *Second Five Year Plan*, Government of India, Planning Commission, 1956. p. 24.

(a) a sizeable increase in national income so as to raise the level of living in the country;

(b) rapid industrialisation with particular emphasis on the development of basic and heavy industries;

(c) a large expansion of employment opportunities; and

(d) a reduction of inequalities in income and wealth and a more even distribution of economic power.

These objectives should be appreciated specially by teachers since these deal with increase in national income and reduction of inequalities. Ultimately the aim is towards the achievement of a Socialistic pattern of Society for all. Teachers will be benefited a great deal if these objectives are achieved.

The importance of education in the achievement of these objectives should be clearly understood. The system of education determines to a large extent how far economic progress is possible. Education is at the back of a country's progress. It is the bulwark of Democracy. It is an investment for the future, for the development of the nation. No wonder Horace Mann said "School-houses are the republican line of fortifications". No plan can succeed if our schools work defectively and the system of education is not geared to the real needs of the people. Mark Twain put it nicely when he said "Soap and education are not as sudden as a massacre, but they are more '*deadly*' in the long run!"

The total outlay for the Second Five Year Plan is Rs. 4,800 crores for the Centre and States. Out of this, the allotment for education is Rs. 307 crores which is 6.4% of the total outlay. The percentage is a little less than in the First Five Year Plan, when it was 169 crores out of Rs. 2,356 crores. The outlay for education is divided as follows among different fields of Education :—

		Crores Rs.
1. Elementary Education	..	89
2. Secondary Education	..	51
3. University Education	..	57
4. Technical and Vocational Education	..	48
5. Social Education	..	5
6. Administration	..	57
	..	307

This total allotment is divided between the Centre and States as 95 crores and 212 crores respectively. Now I shall mention the schemes envisaged under each of the above heads and how teachers could be of real help in their achievement.

I. ELEMENTARY EDUCATION

Further expansion of Elementary Education is one of the chief items in the plan. The directive in the Constitution says that within 10 years from the commencement of the constitution, we should provide free, compulsory and Universal education for all children upto the age of 14 years. So this is a heavy responsibility for teachers. The following figures show the achievement during the First Five Year Plan and the target for the Second Five Year Plan :—

Age Group	Percentage at school in 1955-56	Target for II F.Y.P.
6-11	51%	62.7%
11-14	19.2%	22.5%
14-17	9.4%	11.7%

Teachers should see that these targets are achieved by enrolling more children and by opening more Elementary Schools where necessary. It is proposed to open 53,000 new primary schools in India during the Second Five Year Plan period. Every child should get the opportunity to learn at school. While enrolment of children in the age-group

6-11 is fairly satisfactory, it is not so for the higher age groups. It is still worse in so far as girls are concerned. As far as Nilgiris District is concerned, there is no dearth of lady teachers. So lady teachers should specially strive to bring in more girls to Elementary schools. All teachers should live in the villages where they work and see to the enrolment of all school-age children.

Another problem in the expansion of Elementary Education is stagnation and wastage. In almost every Annual Inspection Report these defects are pointed out to teachers. Wastage exceeds 50% generally in the Elementary school stage. Out of 100 children in Standard I, scarcely 50 reach Standard IV. Wastage is still greater for girls. Compulsion is good to prevent wastage. Attendance Committees should therefore function effectively and see to it that no children live without schooling. Teachers to some extent are responsible for stagnation. Good teaching, individual attention and home visits by teachers would cut down stagnation by and large.

Accommodation for Elementary Schools generally needs considerable improvement. There are many cases of schools housed in temples, chavadies and verandhas. There are still more schools without adequate playground, sanitary facilities and equipment. Several schemes are available in the Community Development and National Extension Service Departments for improving schools in these matters. Teachers should enlist adequate local effort and public co-operation so that schools can be improved wherever necessary.

Another important scheme in so far as Madras State is concerned is the Mid-day meals scheme for Elementary school children. Madras Government is giving a grant of 6 nP. per child per meal which should be added to local contributions. Teachers should organise such mid-day meal centres in their schools so that poor children do not starve while learning and more poor children can be admitted to elementary schools. Madras State is leading other States in this matter.

II. BASIC EDUCATION

Basic Education is the accepted policy of Government and so the whole of Elementary Education has to be reoriented on Basic lines. Teachers should understand this position. The targets achieved and fixed are shown below :—

	1955-56	II F. Y. Plan
Basic Schools	10,000	38,400
Enrolment	11 lakhs	42 lakhs
Training Schools	444	729

Some of the schemes relating to Basic Education are conversion of ordinary training schools into the Basic type, conversion of Elementary schools into Basic ones, training of administrative officers in Basic Education, re-training of Elementary school teachers and organisation of Seminars, Area Conferences and Bi-monthly Conferences. Expenditure is being incurred on craft equipment and craft supplies. Teachers in Basic schools have to organise productive activity and avoid waste. Productivity is an essential aspect of Basic Education. Basic school teachers should develop agriculture and craft work efficiently and play a significant role in community development. They should imbibe the great courage and resourcefulness of Mahatma Gandhi who offered this scheme of education suited to Indian culture and heritage. Gandhiji himself said that the " fad "—Basic Education—has a sound bottom to it.

III. SECONDARY EDUCATION

Rs. 51 crores are allotted under this head. During the Second Five Year Plan period, 3,500 new middle schools are to be established. The number of

high schools are to be increased from 10,600 to 12,000 and the number of higher Secondary schools from 47 to 1,197. As it has been found generally that 50% of those who take the Matriculation Examination fail to qualify, it is proposed to open as many diversified courses as possible. These courses in Engineering, Secretarial subjects, Agriculture, Textile technology and Music, meet individual aptitudes, interests and abilities of pupils. Hence it is proposed to increase the number of multipurpose schools from 250 to 1,187 by 1960-61. Moreover 91 Junior Technical schools will be set up.

The enrolment of boys and girls in Secondary schools has to be increased and more so for girls. Out of 12 million girls of the age group 14-17 it is a sad record that only 3% are attending schools.

IV. UNIVERSITY EDUCATION

Rs. 57 crores are set apart under this head and it is proposed to develop scientific education and research. Seven new Universities are to be started afresh. Improvement of University buildings, laboratories, libraries and hostel facilities, will receive due attention. Stipends and scholarships will be sanctioned to deserving University students. Fresh opportunities will thus be available to thousands of students.

V. TECHNICAL EDUCATION

Technical Education also is well emphasised in the Second Five Year Plan in as much as Rs. 48 crores are made available. The targets achieved in the First Five Year Plan and to be achieved in the Second Five Year Plan are shown below :—

	First No.	First Students	Second No.	Second Students
Engineering :—				
Degree Institutions ..	45	3,000	54	5,480
Diploma Institutions ..	83	3,560	104	8,000
Technology :—				
Diploma Institutions	25	700	28	800
Degree Institutions	36	430	37	450

Several schools are proposed to be opened for training in printing, town and country planning, naval architecture, marine engineering, geophysics, metallurgy, electricity, industrial administration, business management, etc. These centres are sure to turn out professionally qualified young men for suitable employment in several trades.

VI. SOCIAL EDUCATION

Social Education is very important in as much as it pertains to literacy and general social welfare. Rs. 5 crores are available from the Education allotment and Rs. 10 crores from Block Funds. According to the 1951 census the percentage of literacy in India is given below :—

1951 *Census* :—

Literary	..	16.6%
Men	..	24.9%
Women	..	7.9%
Urban population	..	34.6%
Rural population	..	12.1%

These are very low records of literacy. Illiteracy has to be obliterated. More adult schools and Social Education centres have to be opened. Teachers should undertake this task as a noble duty of uplifting the masses living in darkness. It is a sad commentary that millions of people cannot read daily newspapers nor sign their names. Targets fixed in the matter of opening Adult schools and Social Education centres should be achieved without delay. These centres should be pro-

perly run so that people profit by them. In Madras these Adult schools are intended for the non-school going population between the ages 8-18. Besides literacy, attempts should be made to impart education in health, homelife, agriculture, citizenship, economic activities and cleanliness. Social Education officers and teachers have the responsibility to run these centres carefully and organise programmes for changing outmoded and unhealthy attitudes in people.

VII. TEACHERS

I have so far analysed the various schemes in the field of education for the Second Five Year Plan period. You, teachers, should keep them in mind and disseminate such information for the benefit of the public. You must appreciate the magnitude of the Plan with reference to education and feel your individual responsibility. But you, the teachers, are the pivot of the whole system of education. The success of the whole Plan depends upon your sincerity, loyalty and hard work. It is indeed good that the Community Development Department has recognised your influence and status in the community and come forward to give you this Orientation Training. The Conference of Development Commissioners has rightly recommended :—

> "It is the Village teacher alone from whom the various activities could radiate at the village level. It is therefore essential that his training in the various facets of rural development should form a very important activity in our programme. Arrangement should be made for every school teacher in the Block to go through a short-term training course."

In the Second Five Year Plan period Rs. 17 crores are made available for increasing the training of teachers through training schools and colleges. The question of salary of teachers has also received attention. It is stated definitely that the Central Government will be assisting States upto 50% of additional expenditure for increasing the salaries of Elementary school teachers. The progress of the country in all directions will mean progress for teachers also.

Besides the above schemes, Rural Higher Education, Central scholarships, Cultural activities and Educational survey also will receive the due attention of Governments.

CONCLUSION

It is hoped that the description of educational reorganisation and expansion envisaged in the Second Five Year Plan which I have given you so far will make you enthusiastic to give your best co-operation directly. You as teachers in the field should work out this Plan for the development of our country. I give you the following 8 points of advice which please note :—

(1) Increase the strength and attendance in Elementary schools ;

(2) Prevent stagnation and wastage ;

(3) Start a mid-day meal centre in your school ;

(4) Establish the best Parent-teacher co-operation and inaugurate Parent-teacher Associations in every village ;

(5) Never come into conflict with villagers ;

(6) Open an Adult school in every village and impart effective Social education ;

(7) Attend to improvement of village sanitation, health and cleanliness every day ;

(8) Above all, impart efficient class-room instruction after detailed preparation and planning with suitable aids.

Teachers are required to specially follow the advice which President Rajendra Prasad gave to India after his recent trip to Japan. He cited three lessons which Indians should learn from the Japanese people :—

(i) Discipline ;
(ii) Orderliness ; and
(iii) A sense of devotion to duty.

I do hope that you, teachers, will possess these three significant things and make your personal and professional lives enriching and abundant.

WILD LIFE WEEK

H. VISVESVARAN

This year we celebrated the Wild Life Week in the first week of October which synchronised with the Sarvodaya week. Most of the Educational institutions arranged special meetings in this connection when speeches were made by teachers and other responsible public men pointing out the significance of the Wild Life Week. Epidiascopic shows were also arranged in some institutions showing the children variety of wild life.

The Wild Life of a country is a rich asset and no attention seems to have been bestowed in the past on this asset by any country. There is now increasing recognition of this rich heritage not only in our country but also in other countries of the world. Special attractive pamphlets entitled 'Save Our Wild Life', 'Animals of Yesterday' and so on are published in America. Special children's editions with attractive coloured pictures of the animals, birds and Plant Life of yesterday are brought out.

A hundred and fifty years ago there were thousands and thousands of beautiful birds with coloured feathers. They were known as passenger pigeons. They lived in thick forests in America. When the forests were cut off they lost their homes and dwindled in number and today not one of them can be seen. The American Bison is one of the animals now on the verge of extinction, but the race is fortunately saved by the enactment of laws in time. Marten, a shy little animal is a fur-bearer and is one of these animals whose numbers are on the decrease. People kill this animal for fur. It is strange that people kill animals for fuel. Whales are killed for getting oil. The ivory-billed woodpecker, Prairie Dog, Bobcat, Whooping Crane are some of the animals that have been saved not only by the enactment of laws but also with the cooperation of the average citizen.

In our country deforestation is going on at a rapid pace and the wild animals are losing their natural homes. I read recently in an article that a special very useful breed of bulls was fortunately saved by the timely intervention of the Department of Agriculture. It is said that the Indian Deer is one of the finest varieties and we should zealously protect it. The Public at large have not yet been able to secure enough literature treated in a popular manner about the Wild Life of our country. It is gratifying to note that the Government are having plans to publish popular literature on this subject.

It is said that six Fs contribute to most of the killing of the wild animals and birds. The six Fs are food, fear, fuel, feathers, fur, fun. This is responsible for the extinction of many varieties of the wild life. Not only killing but also taking away, the forest homes,

hasten the total disappearance of a large number of animals and birds. Sometimes extensive grasslands are destroyed for the construction of houses and massive buildings. Some of the birds that used to be very common in the grasslands lose their homes and are not able to multiply as they are not able to build their nests elsewhere. Sometimes for getting more land for farms people drain many marshes. This results in ponds and nearby lakes getting dried up. So water animals and birds get fewer homes.

Some people with very good intentions have contributed to the loss of wild life. 'The way to hell is paved with good intentions.' The mountain lions used to kill the deer living in the mountains. So good people thought that to save the deer mountain lions have to be killed. They killed the lions and the deer was saved! But soon what happened? Soon there were innumerable deer. There was not enough in the forest for them to eat. Some deer died of starvation. Even those that lived were not healthy and strong enough. So it is wrong to kill wild animals or animals of prey to save our game animals.

Some people think that the term wild life embraces only wild animals and birds. Plants are also a part of the wild life. It is our duty to save the plants also. The Tree Planting movement started in our country gives a great fillip to those who wish to save the Plants.

Some people think, "Why should we bother about the wild life or why should we save it?"

Some of the wild animals and plants are useful to mankind. They are our rich heritage. Our lands look more beautiful and interesting. They supply us with our needs like timber, fuel, fur, food and so on. If we kill one wild animal we upset the balance in nature. It has been suggested that some diseases like Hayfever can be traced back to the loss of some of the wild life.

Last, but not the least, there is another reason why we should save the wild life. Have they not as much right to live as we have? 'Live and let live' is a good motto that we should extend to the world of Wild Life also.

You may wonder how we can help in this matter. There are really many ways of helping. If there is a will there is a way. Public bodies can make the land into parks and refuges for wild life. Lands for this purpose can be obtained through the Boodan movement also. Our zoos can give homes to several kinds of wild life. In some of our zoos the tiger and the lion are sometimes let out in specially prepared 'natural surroundings'. The wild life should be assured of their homes. The homes they lost should be restored to them.

The Government should pass suitable laws to keep hunters from killing some of the wild animals. These laws should be reviewed from time to time and later on modified in the light of changing conditions. As an individual we can obey these laws.

Soil is important not only for us but also for wild life. Plants require soil for growth. Animals cannot live without plants. Does not the cat get its food indirectly from the grass? Save the soil and we save our wild life.

So it is in the fitness of things that our Chief Minister issued an appeal to the public to understand the significance of this movement and observe the Wild Life Week in the right spirit. It is but proper that we spread these ideas in our educational institutions so that our young men and women, surcharged with the right spirit will do everything in their power not only to desist from destroying the fauna and flora of our forests, but also cultivate a great love for wild life, study their

lives and show sympathy and kindness to them.

The following pledge suggested by the Indian Board for Wild Life, Government of India was taken on the occasion.

'Born and bred in the land of the Buddha and Gandhi, I give my solemn pledge to protect our country's forests. and their voiceless denizens from wanton and wasteful destruction.'

I am glad that teachers are taking a special interest in this matter of spreading the message of the Wild Life Week and that ensures a bright future.

TEACHING OF ARITHMETIC IN FRENCH PRIMARY SCHOOLS

GUY KNOCHE

More than a century has passed since France adopted the decimal system and no one today seriously contests its advantages. We shall not go into the matter again but confine ourselves today to an examination of how the French school curricula provide for the initiation of the young child into the system without which the study of higher mathematics, basis of all scientific development, would be practically impossible, so much so that scientists in countries not yet employing the decimal system have nevertheless adopted it for their own work.

But, even without contemplating higher education leading to scientific training, the demands of modern life make it quite certain that the children who receive only the compulsory schooling which stops at the age of 14 must possess a perfect knowledge of the basic elements of arithmetic. This simple fact explains the large part taken by arithmetic in primary teaching and particularly in the classes for children from 7 to 12 years of age.

These six school years are divided into six classes which are the preparatory, elementary (2 years), intermediate (2 years) and higher courses. The child who does not go on to secondary education, in addition spends two years in a 'post-graduate' course. But the first six years are the same for all children, whether they are destined to continue with secondary education or not. The teaching schedules are consequently laid out in such a way that all the basic knowledge has been acquired at the end of the second year of the intermediate course (for the brightest children, the higher course corresponds to this second year).

An examination of the curricula by class shows that in all cases the most important subject of teaching during the 30-hour classroom week is French which, together with related activities (particularly writing), takes up 15 hours per week during the preparatory course, 11½ hours per week of the elementary course and 9 hours per week of the intermediate course. But immediately after this subject comes arithmetic which occupies respectively 3¾, 3½ and 5 hours per week during the preparatory, elementary and intermediate courses. To this might be added with some justice the 'observation exercises' of 1 hour per week during the elementary and 1½ hours during the intermediate courses. We shall see later that the intermediate course (for 10-and 11-year-olds) is one of great importance with a particularly full programme but does not present too many difficulties because of the gradual progression between courses,

The Curricula :

The law requires every child to attend primary schooling from the age of 7 to that of 14 years (those continuing with secondary education change over at the age of 12 years). Consequently, the curricula have been established so that all difficulties are conquered one after the other, as we shall see when we examine the teaching methods. Each course, therefore, has a strictly defined programme.

The Preparatory Course :

This course is destined for the seven-year-olds who have to furnish the considerable effort of learning to read and write. Accordingly the instruction in arithmetic is relatively simple since the purpose of the preparatory course is to acquire the first elementary knowledge and to induce the children primarily to observe, compare, question and express themselves. For this, arithmetic is one of the best means and here is the programme of the course :

(1) concrete study of numbers from 1 to 5, then 5 to 10 and finally 5 to 20 ; formation, decomposition, designation and graphic representation ; utilization of 1, 2, 5 and 10-franc pieces and the 10 and 20-centimetre rules graduated in centimetres ;

(2) numbers from 1 to 100 in tens and half-tens ; counting by 2, 5 and 10 ; utilization of 100-squares board and the metric tape measure ;

(3) concrete exercises and problems in addition, comparison and subtraction (one- and then two-figure numbers) ; multiplication and division by 2 and 5.

Lessons under this programme cover 3¾ hours per week and consist of 3 fifteen-minute periods per day so that progress will not be too fast. The latter is very necessary since the children must be accustomed slowly to ideas which would rapidly become too abstract for their age. The instructions accompanying the schedules stress this danger and specify :

'In all cases, manual visualization must precede arithmetical operations ; terms of accustomed language must precede the use of arithmetical terms. ... Everything must be based on facts and, we add, calculations and ideas must pe applied to factual data....'

There is evidently as yet no question in this programme of the system of units. The mind of the child must be accustomed to the idea of numbers (including the number zero) and, if this has been accomplished at the end of the year together with at least the first twenty numbers, a solid basis will have been created for passing from a pure memory stage to the 'calculation' stage which is entered the next year.

The Elementary Course :

Spread out over two years, the elementary course is destined for eight- and nine-year-olds to whom the idea of numbers should by then be familiar and who have already acquired some familiarity, however, rudimentary with mathematical calculation in its simplest forms. In the following is listed the detailed programme in which will be noted the now constant usage of the decimal system and of numerous units of the metric system :

(1) formation of numbers from 1 to 20 ; table of addition ;

(2) numbering from 1 to 100, then from 1 to 1,000 ; counting in thousands together with the study of the standard units of the metric system (franc—metre, centimetre, kilometre—litre, centilitre, hectolitre—gram, kilogram), without using the decimal point ;

(3) utilization and practice of addition and subtraction ;

(4) mental addition and subtraction of one-figure numbers :

(5) multiplication table; utilization and practice of multiplication and division (by not more than two-figure numbers) in simple problems taken from daily life; rapid calculation of multiplication and division by 2 and 5;

(6) calculation in square centimetres and square metres of rectangular surfaces with dimensions given in centimetres and metres;

(7) months and days; hours and minutes;

(8) practical exercises of longitudinal measurement in centimetres and metres;

(9) study of simple geometrical figures by tracing, cut-out and bending squares, rectangles, squared-off surfaces, regular triangles, circle; 90° and 45° angles; utilization of the ruler, the 20-cm ruler, the 45° square;

(10) study of the cube.

The programme of the elementary course terminates with a first look at solid geometry in its simplest form, that of the cube.

After the two years of the elementary course, the nine-year-old has acquired a number of concepts. The most generally used units of the metric system are known and used and teaching has retained its eminently practical character. Two essential concepts, that of abstract and decimal numbers, remain to be acquired. This is the purpose of the next two years in which the pupils go through the intermediate course.

The Intermediate Course:

Also spread out over two years, the intermediate course is designed for pupils from 9 to 11 years old. At the end of this course, the child will either terminate primary schooling during the following two or three years or enter high school to continue with secondary education. All basic concepts must, therefore, have been acquired at the end of the course which essentially contains the following elements:

(1) decimal numbers together with the theoretical and practical units of money, length, distance, weight and volume; changing of units (decimal); multiplication and division by 10, 100 and 1,000;

(2) utilization and practice of the four operations with decimal numbers;

(3) divisibility by 2, 5, 3 and 9; proof by 9 of addition and multiplication; price and weight by unit and analogous examples of quotients; the rule of three; utilization of divisibility for the simplification of quotients or the rule of three;

(4) percentages; different expressions (6%, 6/100, 0.06); application to simple interest;

(5) simple fractions; half, third, fourth, fifth, tenth, sixtieth; calculate a fraction of one magnitude and the inverse problem; add, compare and subtract fractions in very simple problems;

(6) measures of time; hours, minutes, seconds; the commercial year of 12 months with 30 days; simple problems of uniform movement and short-term placements;

(7) units of length; longitudinal measurement by means of customary instruments (surveyor's chain or tape, wood or metal metric rules, graduated and folding rules);

(8) surface units; calculation of surface or area of rectangles, triangles, rectangular trapezoids, simple figures broken into rectangles, triangles and rectangular trapezoids;

(9) lateral surfaces of simple geometrical volumes (paintings and tapestries);

(10) volumetric units; calculation of volume of rectangular parallelepiped and of straight prism; corres-

pondence of volume, capacity and weight ;

(11) circumference of circle ; surface of circle ; lateral surface and volume of straight cylinder ;

(12) concept of right angles, perpendicular lines, parallel lines ; utilization of the ruler, the 20-cm rule graduated in millimetres, the square ; rectangular triangles and trapezoids (in regard to surface) ;

(13) circle and circumference ; utilization of compass and of protractor graduated in five-degree steps ;

(14) drawing and summary study of regular triangle and hexagon ;

(15) scales of plans and maps ;

(16) practical ideas on the cube, the rectangular parallelepiped, straight prisms and the rotation of the cylinder.

The Higher and Post-Graduate Courses :

In these courses, which terminate the cycle of primary schooling and are more particularly reserved for children from 12 to 14 years of age who are not continuing with secondary education, no new concepts are imparted. The teaching of arithmetic here comprises primarily the practical application, through examples taken from daily life, of the concepts assimilated during the preceding years.

After this detailed analysis of the schedules, we should point out that we have preferred not to separate from the remainder what concerns more directly the teaching of the decimal system and which would have been impossible in any event. Actually, any system whatever is an integral part of the teaching of arithmetic. Any mathematical concept automatically calls for a system of notation however simple the concept may be. To say that a child has 15 francs in its pocket means to call on the decimal system. But to say that a child has 2 shillings and six pence means to call on the system in use in the United Kingdom. In the teaching of arithmetic as practiced in the French primary schools, the decimal system is present everywhere. Just as we cannot breathe without air, similarly we cannot calculate without a system of notation. When we count on our fingers, we have already selected as unit the finger. When we use one hand, we select a basis for the system, that of 5. When we use the fingers of both hands, we have adopted the decimal system. Such reasoning may appear too simple. We shall see, however, that this is one of the most elementary means in helping the very small child to acquire the first concepts of arithmetic.

The Teaching Methods :

From the very beginning, observation must be the basis of all learning and any suitably guided small child rapidly arrives at recognizing collections of simple objects from 1 to 5. It does not know how to count but can recognize whether there are 1, 2, 3, 4 or 5 pebbles in the heap before him. The same is true of grains of rice, glass beads, etc. Five beads or grains of rice or pebbles are not the same matter but there are 5 objects in each heap. The abstract concept will not be assimilated until several years later but is even so implicitly present in the mind already. With quantities from 6 to 10, addition already enters the field : $6=5+1$, $7=5+2$. etc.

The same with subtraction ; if we close 2 of the 10 fingers on both open hands, we have 8 left. This process is applied to collections of accustomed objects such as coins, etc. An essential condition is the use of familiar objects. Then we take several heaps of pebbles and slowly accustom the child to replace the heap of 10 by one large pebble which allows it to acquire the concept of 10. This is an essential point because it conditions all the problems of the system and changing of units.

The addition of two figures, without carry-over, is easy to acquire. With

carry-over, the same small pebbles used previously will be very useful. Let us take the example of 28+14. On one side are 2 large and 8 small pebbles on the other side 1 large and 4 small ones. We now mix and sort the two heaps and find first 3 large pebbles which gives 3 tens or 30. This leaves 12 small pebbles, 10 of which are replaced by one large one so that we now have 4 large ones or 40 and two small ones for a total of 42.

These concepts are generally acquired within a few months and it is time then to go on to multiplication and division. Taking again the pebbles, we try to multiply 15×2 through mixing 2 heaps of 15 pebbles each which gives us 30. But the same result would have been achieved with 15 heaps of 2 pebbles each. This leads to the experimental discovery of the commutative law. The foregoing applies to the preparatory course.

In the elementary course, matters are becoming more complicated. But the principle of direct observation remains the golden rule from which one should not depart. For this reason, the units of the metric system during the two years of the elementary course only accustomed units which are specified in the programme. Accordingly there is no question of little-used units such as the decimetre, decametre, kilolitre, decigram, etc. However, if the level of the class makes this possible at the end of the second year there are added to the prescribed units the millimetre (which most of the pupils already are acquainted with from their graduated ruler), the cubic centimetre, the cubic decimetre (equivalent of the litre), the cubic metre, the quintal, the tonne and the centime (one-hundredth part of the franc, the French monetary unit).

One point should be examined with attention. Although the pupils may know the meaning of the prefixes deci, centi, milli, deca, hecto and kilo, the concept of multiples or submultiples is not introduced during the elementary course. They are considered as different units possessing certain simple relations. The observant pupil will have noted on his ruler that the decimetre is divided into 10 centimetres and the centimetre into 10 millimetres. In each given case, the teacher has confined himself to selecting the suitable unit. If the case occurs (and everything should be attempted to do so), the measurement of width of the classroom, for instance, is written 8 metres and 35 centimetres and not 8.35 m. The study of decimal numbers belongs to the intermediate course.

A rather large part of the courses is devoted to a perfectly automatic knowledge of the addition and multiplication tables from 1 to 10. As regards the multiplication tables, experience seems to prove that the decimal notation facilitates the knowledge of certain tables to the detriment of others. A classification of the study of the tables in the order of increasing difficulty—particularly recommended with pupils not too familiar with the decimal notation—gives the following order : 2, 5 and 10 (concepts already acquired at the end of the preparatory course); 3 and 6 ; 4 and 8 ; 9 and 7.

With the intermediate course, the initiation into decimal notation is developed, particularly by the introduction of decimal numbers. Their utilization has become current practice for the child by using 5 kilograms and 850 grams, 8 metres and 35 centimetres, etc. The only change is the introduction of the decimal point*. This supposes for the child that it will

* Contrary to Anglo-Saxon habits, the metric system utilizes the comma to separate decimals from units and the period to separate groups of three units. A rather recent proposal tends to eliminate the period completely, replacing it by a blank space between three units (3, 525, 652, 3 225 instead of 3, 225, 652, 3, 225).

now have to acquire the knowledge of a coherent system, possessing a basic unit from which are drawn, through multiplication or division by 10, all possible multiples and sub-multiples. 850 grams is nearly 1,000 grams and that is nearly 1 kilogram. It is rapidly seen that 850 grams is equal to 0.850 kilogram and that the already familiar measure may be written more easily as 5.850 kg., just as we can write, not 8 metres and 35 centimetres, but 8.35 m. While we are on the subject, it is preferable to write 5.850, kg. and not 5.85 kg., in order always to remain within the most common units.

The rule of the period is essential and its usefulness appears clearly in multiplication (and evidently also division). Let us attempt to multiply 3.40×7.25 which we can easily write as the absolutely equivalent 0.034×725. In division, this is no longer a simple convenience but an essential rule.

The object of the teaching is, therefore, at the stage which has been reached in the intermediate course, always to facilitate observation as much as possible and to give the child, in addition to a perfect facility in calculation (thanks to a perfect knowledge of the tables and the changing of units), also an idea of the orders of magnitude. A problem concerning the loading of a freight car should not be calculated in grams and the weight of the rice for the Sunday dinner should not be expressed in tonnes.

It would be easy to find examples on all the points of the programme. In the country, for instance, the concept of percentage is made absolutely concrete by the transformation of wheat into flour and there is only a step in passing from percentages to fractions. For the study of surfaces and volumes, daily life offers numerous examples such as the surface of the recreation area, the volume of the classroom (in cubic metres) or that of a pencil case (in cubic centimetres) etc.

The only remaining difficulty is in the measures of time which do not fit into the decimal system. In addition and subtraction, the analogy with the principle of carry-over in the decimal system permits rapid comprehension. In multiplication and division, the method consists of transforming the time given into minutes or even seconds and then utilizing the decimal system.

At the end of five years of primary schooling, the young student is in possession of all the essential factors of decimal calculation and is familiar with all the customary units of the metric system, at least in fields of length, surface, volume and the measurement of angles (in regard to the latter, the difficulties are the same as for the units of time since angles are still habitually expressed in degrees rather than in graduations). Only in the post-graduate course will he be introduced to the study of some simple electric units (watt, volt, ampere).

Practical Exercises and Teaching equipment :

We have already been able to indicate in this brief review a few of the practical exercises and the equipment utilized. The official instructions also state :

'To calculate well and quickly remains the principal objective of the teaching of arithmetic in the primary schools. This utilitarian purpose explains the choice position given to the study of whole numbers and decimal numbers—which are sufficient for the problems of current practice—and the reduced time left for simple fractions. The teaching of numerical calculation is based on the facts of daily life. At no time is recourse had to deductive reasoning which can be approached only by adolescents. Children in primary schooling may note certain properties of the numbers and operations but the teacher will not trouble to explain them and will use

them only as materials which may be utilized later.

'In short, observation, which should take a large place in the lessons of matters, history and geography, should also play a large role in the study of the first rudiments of mathematics.'

Due to this, the material aids for the teaching of arithmetic are quite numerous even though only a small number is specially reserved for it. Leaving aside the indispensable graduated rulers, protractors and compass, there are very few objects designed for the teaching of arithmetic. The child is moreover quite capable of complementing its own equipment by constituting, for example, the 100-squares board which will furnish him all the multiplication tables.

What is the conclusion to be drawn from this brief review ? It would seem evident that, although the eleven-year-old has still much to learn at the end of the second year of the intermediate course, experience has verified one fact : the child generally calculates well and quite often quickly. There is a simple explanation for this which lies in a rational system of notation in the service of concrete teaching.

OUR BOOKSHELF

Regional Geography : A Sahara Journey in colour : Educational Productions Ltd.

The photographs in this filmstrip were taken in the course of a journey made by bus through Algeria and French West Africa, following the route already surveyed for a Trans-Sahara railway. The photographer saw and recorded the transition from the Arab north to the Negro south of the desert ; he met nomadic herdsmen with their goats and camels, lodged at oases, crossed deadly monotonous plains, and skirted sharp escarpments and the cliff-like margins of the sand seas.

Purpose : Is to introduce the desert as it is today and to indicate the factors which have determined the part it has played—and is still playing— in the history of the African continent.

The filmstrip brings the changing Sahara scene to life, and shows also an aerial view over the desert coast and examples of desert plants and animals, a school for nomads and scenes on the riverside and in the markets of Gao.

Regional Geography : The British Caribbean in colour : Educational Productions Ltd.

The federation in 1958 of the ten British islands units of the West Indies had led to an increasing interest in the Caribbean area ; and it is the purpose of this strip to stimulate and to some extent satisfy that interest with a visual survey introducing its principal geographical, industrial, agricultural and ethnological features.

In addition to the islands of Jamaica, Trinidad and Tobago, Barbados, the Leewards, the Windwards and the Bahamas, the strip covers also mainland territories of British Guiana and British Honduras. It begins with one map of the Caribbean area, another showing its position relative to the rest of the world, and a third bringing out physical geography. The following frames illustrate geographical features, agricultural activity and industrial development, and the filmstrip ends with a population survey, and an examination of the region's communications.

OUR LETTER BOX

Sir,

Ref. :—Pension scheme for Teachers —Rules Amended. Extracts from a letter that appeared in the *Hindu* dated 27-11-1958 city issue.

I will be thankful to you if you are kind enough to publish the following letter, under 'Letters to the Editor' in your esteemed daily.

While thanking the Government for the generosity in granting pension to all the trained teachers employed under all managements and the rules made for the quick disposal of the pension papers and also authorising the Accountant-General to pay anticipatory pension in cases of delay, I like to point out the hardships of the present set of teachers in service if the provision relating to age of retirement is recast. The hardship will be greater for those teachers who are in service under Aided Secondary Schools. The reasons are as follows :—

(1) Most of the teachers working under Aided Secondary schools would not have put in 30 years of qualifying service for pension if they have to retire compulsorily at the age of 55. These teachers underwent lot of difficulties when there was not security of service. Many managements followed a principle not to confirm teachers for many years—generally their appointment orders were till the end of the school years, i.e., upto April and their reappointment was only from 1st July next school year. There are many teachers who have put in long years of service without reaching the maximum scale of pay and the qualifying service for pension. Under such conditions if the present set of teachers working in aided secondary schools have to retire at the age of 55, I fear only a very few of them will get the benefit of the pension and even among them still fewer will get full pension. The majority of the poor teachers who have actually nothing to fall back upon have to retire without the full benefit of the pension scheme.

(2) Only from about four or five years back the Government have thought of the pitiable condition of the teachers and tried to do something to improve their service condition, for which teachers are thankful.

(3) Till this day many managements are generous enough to continue the services of the teachers in aided schools till the age of 60. They extended this benefit even to those teachers who retired from the Government and the Local bodies.

To mitigate the hardship of the present set of teachers in aided secondary schools, I earnestly request the Government not to apply the latest amendment. This will benefit many of the teachers. Recently teachers have executed a new contract as per the orders of the D.P.I. to revise the old one. This puts the managements in a bad position. The precious services of the efficient teachers will be lost sooner if the present amendment is given effect to.

Madras D. SESHADRI.

EXECUTIVE BOARD MEETING

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 13th December, 1958 in the office of the P.S.G. College of Technology, Peelamedu, Coimbatore, with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The following members were present :

Sri C. Ranganatha Iyengar, S.I.T.U., Madras.
„ P. V. Ramaswamy, S. I. T. U., Madras.
„ C. M. Fazular Rahman, North Arcot Dt.
„ R. Bhuvarahan, Tiruchirappalli.
„ S. Balasubramanian, Tanjore Dt.
„ A. Paul, Tanjore Dt.
„ P. Swarnapandian, Tirunelveli Dt.
„ R. J. Sadanandam, Madras.
„ A. S. B. Philip, Tirunelveli Dt.
„ S. Sebastian, Ramanathapuram, Dt.
„ J. Soundararajan, North Arcot Dt.
„ V. B. Murthi, S.I.T.U., Madras.
„ T. P. Srinivasavaradan, S.I.T.U., Madras.
„ S. Subba Rao, Salem Dt.
„ P. R. Radhakrishnan, Coimbatore Dt.

Sri G. R. Damodaram, Sri K. M. Ramaswami Goundar and Sri Lakshmana Chettiar of Salem also attended the meeting.

At the outset the members present were introduced to Mr. G. R. Damodaran by Mr. T. P. Srinivasavaradan, the President of the Union and the host Mr. G. R. Damodaran welcomed the members.

Mr. T. P. Srinivasavaradan thanked on behalf of the S.I.T.U. Executive Mr. G. R. Damodaran for the able guidance he had given during the Tirunelveli Conference and the hospitality extended to the Executive Board.

Letters expressing inability to attend the meeting from Messrs V. Arunajatai, Secretary, P. R. Swaminathan of Chidambaram, Raja Iyer of Ramnad and N. Venkatachala Iyengar were read.

The minutes of the last Board meeting were taken as read. The president answered some of the points arising out of the minutes and the minutes were then passed.

The President reported that the government had written that in as much as the government had decided to hold seminars themselves, there was no need for the S.I.T.U. to organise seminars.

The president then made a brief report about his visit to Salem and the steps taken by the Teachers Associations there to revive the Dt. Guild activities.

On a requisition made by Mr. Subbah Rao of Salem to affiliate their City Secondary Teachers' Federation directly to the S.I.T.U. the board resolved to accede to the request and at the same time expressed a desire that the Salem District Teachers' Guild should be revived at a very early date and made to function as an effective limb of the Union.

The board unanimously resolved to accept the invitation of the Salem City Secondary Teachers' Federation to hold the next State Educational Conference at Salem in May, 1959.

The President then read the latest amendments to the Pension Rule issued by the Government on the 25th

November. After some discussion on the suggestion of Mr. Fazlur Rahman the President was asked to draft a resolution on the lines of the suggestions made and forward it to the proper authorities.

Mr. Philip of Tirunelveli wanted to know whether in the matter of assessment of Grant to Ele. Schools, the services of the Substitutes would also be taken into account and the President promised to contact the Director of Public Instruction on this point.

Plea to further amend Pension Rules :

The Executive Board thanked the Government for issuing an amendment to the Pension Rules so as to benefit teachers who were in actual service on April 1, 1955 or 1958, as the case might be, even though the teachers completed their 55th year prior to those dates. This amendment only helped a certain fraction of the teachers. The Union had been requesting the Government to grant pension to all categories of teachers from April 1, 1955. The latest amendment excluded certain categories of teachers in Secondary Schools who retired between that date and April 1, 1958. The Board was firmly of opinion that justice and equity required that the granting of pension should depend only on the length of service put in by a teacher. The present rules excluded certain teachers who put in more than 30 years of service from the benefit of the Pension Scheme, simply on the ground that they retired before the dates specified, but teachers who had put in lesser periods of service got benefited by this scheme. To remove this anomaly, the Executive Board requested the Government to amend the Rules so as to give effect to the Pension Scheme to all categories of teachers from April 1, 1955, in addition to the latest amendment. By doing so, the additional financial commitment per year would not be more than Rs. 15,000, which was not a very large amount.

Age of Retirement :

One of the amendments to the Pension Rules related to the age of retirement of teachers under all agencies. While the Government had fixed the age of retirement of elementary school teachers in aided schools and those in Anglo-Indian schools at 60, it was ununderstandable why the age of retirement for teachers in aided secondary schools and for those in local bodies was fixed at 55. The SITU had been pressing the Government that there should be parity in the conditions of service for teachers under all agencies. This discrimination would lead to further complications in granting pension when teachers got transferred from one agency to another. The Board was strongly of the view that there was no justification for fixing different ages of retirement.

While the Government sanctioned 25 per cent of the average salary as pension in the case of certain categories of teachers, it had not done so in the case of L.Ts., First Grade pandits and physical training instructors. The Government were requested to apply the same principle in the case of those teachers also, to avoid any disparity. After all, by so doing, the maximum that an L.T. would get would be Rs. 45, instead of Rs. 30. The additional cost involved thereby would not amount to more than Rs. 10,000 annually.

Fee Concession To Non-Teaching Staff :

While the Government extended the benefit of fee concession in Forms IV to VI to the children of NGOs. and teachers and employees under local bodies, the children of clerks in aided schools were excluded. It was requested that this benefit might be extended to them also. Further, the Executive Board was of the view that the benefit of the pension scheme should be extended to non-teaching staff, i.e., the clerks and the librarians. In recent years, the responsibility and volume of work of the clerical staff in aided schools had considerably increased,

and the present scales of pay allowed for purposes of grant did not attract efficient men. The Government should allow the scale of an Upper Division clerk to one or two clerks, in each school, according to its size and volume of work.

Dearness Allowance :

The Board reiterated that there should be no difference in the matter of dearness allowance granted to Central Government servants and to the employees in the States. The dearness allowance that might be granted to NGOs should be given to the teachers also, as had been till now. The Board, for the past seven years, had been pressing the Government to grant house-rent allowance to teachers. It was requested that without any delay the Government would grant it since it would help a large percentage of teachers drawing low salaries.

Revision of salary scales :

In view of the fact that the present scales of salaries had not attracted the best men to the teaching profession, the Board was strongly of the view that they should be revised for the better. As it was also the duty of the Central Government to help in the expansion of education, it should contribute a sufficient sum to the State Government for the salaries of teachers without insisting upon any matching grant. The Central Government should meet 50 per cent of the recurring and non-recurring expenditure in upgrading the secondary into higher secondary schools.

The Board strongly felt that no discrimination should be made in the matter of salaries between Headmasters in local bodies and those in aided institutions. Where the strength exceeded 1,000, their salary scale should be Rs. 250—15—400.

The Board welcomed the State's proposal to build houses for women teachers employed in elementary schools. It hoped that this scheme, in course of time, would be extended to men teachers in elementary schools and gradually to teachers in secondary schools. Where aided managements came forward to build houses for their staff, the Government were requested to help them by lendng money without interest, repayable in 30 annual instalments.

The latest amendment of the Government that no grant would be paid to elementary schools having standards I to V if fee were collected might result in the closure of a good number of schools. In a good number of schools, the teachers were paid higher scales. In case the schools were closed no teacher should be retrenched and no reduction in his salary should be effected.

The Board expressed the view that by 1965, all secondary schools should be upgraded into higher secondary schools without fail.

The following names were accepted for the Panel for the Presidentship of the State Educational Conference to be held in May 1959.

1. Dr. A. Ramaswami Mudaliar.
2. Rev. Fr. L. Murphy.
3. Sri A. Srinivasaraghavan.
4. Mr. M. P. H. Albert.
5. Mr. Sanjeevi Naidu.
6. Mrs. O. C. Srinivasan.

The following persons were elected to the Council of the A.I.F.E.A. for the year, 1959.

The President, The Secretary, The Journal Secretary of the S.I.T.U. and M/s Fazlur Rahman of Pernambut and Radhakrishnan of Coimbatore.

With a vote of thanks the meeting came to a close.

Sri S. Natarajan attended the Executive Board.

PENSION RULES

Rule 9 as amended in G.O. Ms. No. 2079 Edn. dated 25th November 1958.

The following amendments are issued to the Madras Teachers' Contributory Provident Fund Insurance Pension Rules 1958, issued in G.O. Ms. No. 1109, Education, dated 31st May 1958 :—

(i) For the word 'teacher' wherever it occurs the words 'trained teacher' shall be substituted.

(ii) Under Rule 2 of the rules the following shall be added as a note :

NOTE : "Trained teachers who have been exempted from the operation of Teachers' Prodent Fund Rules and who subscribe to private funds of the institutions accepted by the Director of Public Instruction will also be eligible for pension subject to other conditions being satisfied".

(iii) Rule 9 as amended.

"Rule 9 : The age of compulsory retirement shall be 60 years in the case of trained teachers in aided elementary schools and Anglo-Indian Schools, and 55 years in the case of trained teachers employed under Local Bodies, Aided Secondary Schools, Aided Training Special Schools. In the case of trained teachers under Aided Elementary Schools who are retired at the age of 55 years in accordance with the rules framed by those managements, the age of compulsory retirement shall be 55 years".

"Provided that nothing in this rule shall preclude the retention in service of any person who has completed the age of 55 years or 60 years as the case may be in accordance with the rules and orders in the matter ; but such retention shall, for the purpose of these rules, be treated as re-employment after retirement, and during such period of re-employment, he shall not be entitled to any pension".

"Provided further that a trained teacher who on completion of his 55th year *prior* to 1-4-1955 or 1-4-1958 as the case may be, in continued service, inclusive of or after 1-4-1955 or 1-4-58, as the case may be in the same school or in any other school without break, shall be eligible for pension subject to the condition that service put in by him beyond 60 years will not be reckoned for purpose of pension".

TEACHERS' CHARTER DAY

Reports about the observance of the Teachers' Charter Day were received from the following centres :

1. Pattamadai.
2. Koradacheri.
3. Aduthurai.
4. Tuticorin.
5. Kadayam.
6. Ambasamudram.
7. Caldwell High School, Tuticorin.

EDUCATION WEEK

The XXVIII South Indian Education Week was celebrated in Tuticorin.

FROM OUR ASSOCIATIONS

DISTRICT TEACHERS' GUILD, COIMBATORE

The 33rd Annual Conference of the District Teachers' Guild, Coimbatore was held in the Municipal High School for Boys, Pollachi on Sunday the 14th September, 1958 with Hon'ble M. A. Manickavelu, Minister for Health & Revenue, Madras, in the chair.

Sri G. R. Damodharan, M.P., President of the District Teachers' Guild, welcomed the President and the Director of Public Instruction on behalf of the Guild.

This was followed by a General Body meeting of the Guild which passed the following resolutions after careful consideration :

1. Resolved to request the Government to give retrospective effect to pension benefits extended to L.Ts. and other category of teachers from 1—4—1955 and to adopt uniform rules in fixing up the amount of pension benefits at 25% of the pay for all categories of teachers.

2. Resolved to request the Government to extend the benefits of the pension-cum-insurance scheme to the members of the non-teaching staff (Clerks & servants) of schools.

3. Resolved to appeal to the Government to expedite the disbursements of the Government contribution in the Teachers' Provident Fund so as to avoid much delay.

4. Resolved to request the Government that the Aided school teachers also should be permitted to contribute to the provident fund more than one anna (or six nP.) as in the case of teachers under local bodies.

5. Resolved to request the Government to enforce in all categories of schools the Government leave rules in force for the vacation department.

6. Resolved that if Aided school teachers are deputed for election duty they should be paid T. A. and D. A. as is being paid in the case of teachers in Local boards and Municipal service.

7. Resolved to request the Government to fix the age of retirement at 60 for teachers under all agencies.

8. Resolved to request the Government to extend the medical concession to teachers in Aided institutions also.

9. Resolved to request the Government to extend the educational fee concessions already granted to children of N.G.Os. and teachers in Elementary and Secondary schools to the children of the college teachers also.

10. Resolved to request the Government to instruct all managements to sanction the special allowance of Rs. 10 for Higher grade P. T. Is. for which they are eligible.

11. Resolved to request the Government to grant H. R.A. to all grades of teachers in Aided schools on the same scales as are granted to N.G.Os.

12. Resolved to request the Government the payment of H.R.A. to teachers serving in schools under Local Bodies.

13. Resolved to request the Government to permit such of those physical education teachers with the lower grade certificates as have put in *Three* years of service to qualify for the higher grade by undergoing a short-term course.

14. Resolved to request the Government to delete the clause from the M.E.R. referring to the maximum hours of work for a class teacher and instead, have a maximum scale of staff under the various categories prescribed by the District Educational Officer in respect of each school.

The following office-bearers were elected for the year 1958-59 :

President : Sri G. R. Damodharan, M.P., Principal, P.S.G. College

of Technology, Peelamedu, Coimbatore-4.

Secretary : Sri T. R. Radhakrishnan, Headmaster, Suburban High School, Ramnagar, Coimbatore.

S. I. T. U. Représentative : Sri C. L. Govindarajan, B.A., B.T., Assistant, Samathur Rama Iyengar High School, Pollachi.

TANJORE DISTRICT TEACHERS' GUILD

Proceedings of the half-yearly conference held on 22-11-58.

The half yearly conference of the Tanjore District Teachers' Guild was held on 22nd November 1958. Sri A. Joshuva, B.A., L.T., District Educational Officer, Tanjore West, inaugurated the conference.

The President of the Guild Sri J. G. Koil Pillai, B.A., L.T., presided. Sri R. Srinivasa Ayyangar, Retired Headmaster of Coimbatore, spoke on the Teaching of English. He pointed out that the total number of years of study of the language by a pupil in the Secondary School has not been increased.

The following Office-bearers were elected for the year 1958-59 :

President : Sri T. A. Paulraj, Headmaster, C. S. I. High School, Nagapattinam.

Genl. Secretary & Tréasurer : Sri S. Balasubramanyam, National High School, Nagapattinam.

S.I.T.U. Réprésentatives : Sri A. Paul, Headmaster, Blake High School, Tanjore and the Secretary of the Guild.

The following resolutions were unanimously passed :

1. Resolved that teachers be assured a respectable and decent scale of pay, security of tenure of service, Right of appeal and equality of treatment in all branches of teaching and that a code be framed specifying their rights and responsibilities.

2. Resolved that Government be requested to make no distinction between different categories of teachers in the matter of the quantum of pension to be granted and of the date of commencement of the scheme.

3. Resolved that Government be requested to fix sixty as the age of retirement of teachers under whatever agency they may serve and that the total period of service be taken irrespective of breaks or change of institutions for service provided there has been no change of profession during such breaks.

4. Resolved to request the Government to extend the pension scheme to non-teaching staff of schools.

5. Resolved that Government be requested to grant house rent allowance to all teachers.

6. Resolved that managements of schools, Private and local bodies be requested to adopt the Government scales of pay for all categories of teachers.

SRI MANTHIRAMURTHI HIGH SCHOOL, TIRUNELVELI TOWN

An extraordinary meeting of the above mentioned school Teachers' Association was held on 20-11-'58 at 4-35 p.m. and the following resolutions were passed unanimously.

1. Resolved that the age of retirement for aided school teachers may be extended till the completion of the 60th year.

2. Resolved that House Rent Allowance at government rates may be given to teachers serving the aided schools.

3. Resolved that Free Medical Aid may be given to teachers serving in aided schools.

4. Resolved that teachers in aided schools may be sanctioned loans from their Provident Fund amount upto one year's salary for the purpose of building house or making repairs or for celebrating marriages which would be repaid in 48 instalments.

EDITORIAL

We have to revert once again to the amendments issued to the Pension Rules. Elsewhere is published Rule 9 of the Pension Rules as amended. In first paragraph the age of retirement for teachers under various agencies is fixed. We have already pointed out the unjustifiable discrimination against teachers in aided secondary schools, schools under local bodies, aided training schools and special schools by fixing the age of retirement as 55. Again what is sought to be given to teachers in aided elementary schools is taken away by the last sentence stating if the managements fixed 55 years as the age of retirement, then the age of compulsory retirement shall be 55 years.

The first proviso under Rule 9 stands as it is. There has been no change in this. It is quite clear from this proviso that teachers can be employed after 55 or even after 60 in accordance with the rules and orders on this. The only thing is that during such retention they shall not be entitled to any pension. The second proviso under Rule 9 is the result of the representation made by the Union. Various interpretations are given regarding the granting of pension to teachers who completed the age of 55 but who were still in service on 1-4-'55 or on 1-4-'58. The second proviso definitely states that though a trained teacher completed his 55th year prior to 1-4-'55 or 1-4-'58 as the case may be, he shall be eligible for pension, if he is continued in service without break after the completion of his 55th year, inclusive of or after 1-4-'55 or 1-4-'58 as the case may be. The only condition that is attached to it is that the period of service beyond 60 will not be counted for pension. This means that the period of service that he has put in before attaining the age of 60 will be reckoned as qualifying service, provided he satisfies the first condition in the proviso. Rule 9 as amended, we understand, has not yet been communicated to the District Educational Officers. It is hoped when it is communicated, the District Educational Officers will be in a position to dispose of pension papers without delay.

The Government would have done well in constituting a small committee for framing the rules in such a way as to benefit the greatest number of teachers possible and also to sanction the pension without unnecessary delay.

There are only a few teachers, who are in service on 1-4-'55 or 1-4-'58 after completion of their 55th year, but their services after 55 have breaks. The Government should take a sympathetic view of such cases and condone short breaks, as they have been pleased to condone before the age of 55. As it has been repeatedly pointed out, the additional financial commitment will be a very small sum, not exceeding Rs. 20,000/- per annum.

Continuance of Aided Elementary Schools

We do not know whether the Government have fully realised the implications of the recent order issued by them to aided elementary schools. They have been definitely told that if they want grant from Government, they should not levy fees. If they levy fees, no grant would be given but recognition would be given if conditions for recognition are fulfilled. In urban areas many aided elementary schools have been levying fees and the income from that source has been partly used for paying salaries higher than those given by way of grant. If suddenly they become non-fee levying

schools, then the teachers' salaries have to be cut down to the scales of Government grant since those schools have no source of income other than the fee income. We do not know whether this has been realised by the Government. The Government have allowed the aided elementary schools to levy fees so far. We are afraid that many of the teachers in elementary schools will be hard hit by a reduction in their salaries, the reduction ranging from 20% to 40% of their salaries. We have received information that many aided managements of elementary schools are contemplating to close their schools. In that case many teachers will be thrown out of employment. Here again the Government could have acted slowly. If they had given a three years' limit to the managements to make up their minds that would have given time to the managements and to the teachers to adjust themselves to the new situation. In case the Government take over such of the schools as plead inability to run without levying fees, then the Government should see that the teachers employed in those schools are absorbed and are given the scale which they are getting at present in those schools.

A number of elementary schools are in rented buildings and the maintenance grant that is now given is hardly sufficient even to cover 50% of the rent in many cases. With the income from the fees, most managements are at present meeting the expenditure on rent. If fees are not to be levied, then not only salaries of teachers will be affected, but also rent to the buildings occupied. The Government would do well to consider all these issues ; otherwise there will be confusion and facilities for providing education to a number of children will become difficult.

THE 50th MADRAS STATE EDUCATIONAL CONFERENCE

Will be held in Salem in May 1959.

It is hoped that the teachers of the Madras State who are members of the South India Teachers' Union will assemble in large numbers to discuss, as usual, educational and professional problems.

It is necessary that they should register themselves as delegates before 31st March, 1959 by remitting Re. 1/- (Rupee One) each to the office of the South India Teachers' Union, Raja Annamalaipuram, Madras-28.

The programme and other particulars relating to the conference will be sent to each delegate towards the end of April 1959.